

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEAS EDUCATION AGENCY FEB -5 PM 2:24 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Point Isabel ISD	031-909		N/A	
Vendor ID #	ESC Region #			
74-6001922	1			
Mailing address		City	State	ZIP Code
101 Port Road		Port Isabel	TX	78578
Primary Contact				
First name	M.I.	Last name	Title	
Dr. Lisa		Garcia	Superintendent	
Telephone #	Email address		FAX #	
956-943-0005	lgarcia@pi-isd.net		956-943-0116	
Secondary Contact				
First name	M.I.	Last name	Title	
Kirstie	A	Ramirez	Special Program Coordinator	
Telephone #	Email address		FAX #	
956-943-0015	kramirez@pi-isd.net		956-943-0623	
Part 2: Certification and Incorporation				


I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Dr. Lisa		Garcia	Superintendent
Telephone #	Email address		FAX #
956-943-0005	lgarcia@pi-isd.net		956-943-0116

Signature (blue ink preferred)

Date signed



2/1/18

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 031-909

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 031-909

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 031-909

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 031-909

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The lending program grant will be utilized district-wide to provide internet access to students. Hotspots will be issued out to students of targeted populations who are in need of Internet access at their residence. Five school buses will have WiFi capability for student accessibility during daily bus routes and school events and/or extra-curricular activities.

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Point Isabel ISD currently has a bring your own device program; students have access the district's Wi-Fi using their credentials. However, many students only have access to the Internet while they are on campus. The lending grant will provide Hotspots to students identified with the greatest need.

The district began tinkering with personalized learning in 2015-2016 with a handful of "pioneer" teachers. The district formally began implementing personalized learning in 2016-2017 in grades 3, 4, and 7 and has a four-year plan to scale district-wide within targeted subject areas. In 2017-2018, the district expanded the personalized learning instructional model to all 6th and 8th grade students at the junior high and all 9th grade students at the high school, as well as grades 1, 2, and 5 at the elementary level. Progress monitoring tools utilized by students support them with developing student agency and the academic discipline in order to become aware of what they are learning concepts. Online resources, small group instruction, and peer-to-peer tutoring allow students to receive the targeted instruction they need, whether it is through intervention or enrichment with learning standards. Five district design pillars are grounded in the student learning experience and guide the personalized learning implementation. The five district design pillars are Student Agency, Collaborative Relationships (peer-to-peer and peer-to-teacher), Personalized Pathways, Data Driven Instruction, and Rigor and Relevance. Students learn to work in teams and apply what they have learned to projects that mimic and solve real-world problems. Students learn to collaborate with their peers, develop strong communication and critical thinking skills.

The district has ensured the proposed lending grant budget was developed based on the lending grant goals and aligned to the District's Improvement Plan. A focal area for the District is addressing the Special Education population (8.9%) and English Language Learners (ELL) (37.8%), which also cross over to the District's Economically Disadvantaged population (87.5%). The families of Economically Disadvantaged students normally lack the income and/or funds to purchase and sustain Internet access, which are essential in providing 21st Century technology in the classroom and after-school. Moreover, due to budget constraints the District has been unable to provide targeted populations digital access anytime, anywhere. If provided with the lending grant the district plans to leverage grant funds to impact the following areas aligned with the goals and purpose of the grant 1) Purchase Hotspots to provide students, with the greatest need, access to Internet; 2) Provide Internet access to students while traveling to and from school, school events and/or extra-curricular activities. Access is needed for students to access their personalized learning platforms (PLP) such as Summit Learning at the secondary level and itsLearning at the elementary level; as well as, other online resources; 3) Provide targeted students' families access to the District's online academic grading system and PLP at home; 4) Provide targeted secondary students access to PLPs linked to dual enrollment coursework.

The lending grant will receive consistent, high quality management through the supervision of the district's Superintendent, Dr. Lisa Garcia. She will be responsible for obligating the district to the grant activities according to state/federal regulations. Dr. Garcia holds a Doctorate of Education and a Master's Degree in Leadership/Administration and a Texas Superintendent Certificate. The Superintendent and the Deputy Superintendent of Business and Operations will ensure that previously allocated state/local funds are not diverted from the campuses because of its acquisition of funding. If the district is awarded the lending grant, the activities and services provided by this grant will be supplemental to existing federal/state/local service activities. Kirstie Ramirez, Special Programs Coordinator, will be designated specifically to the grant and possesses the experience, skills, and competency necessary to ensure the project remains within budget, on schedule, and within scope. She holds a Master's Degree in Educational Leadership. She has over eight years of experience in grant writing and eleven years in education.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 031-909

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Point Isabel ISD has identified various processes and procedures clearly specified and measurable in order to successfully evaluate the program. These processes and procedures will ensure the district monitors the attainment of goals, strategies, and objectives. The District will conduct surveys each semester to attain feedback on the utilization of Hotspots and extended Wi-Fi access on buses, as well as the various stakeholders' perceptions in relation to student achievement and benefits. Additionally, the District and campus administration will analyze various data sources such as Northwest Education Association (NWEA) Measuring Academic Progress (MAP), STAAR, simulated assessments and formative assessments to determine the lending grant's impact on student's academic achievement.

Prior to the submission of the lending grant, the administrators reviewed the lending grant District plan to ensure all statutory and TEA requirements were answered completely and accurately, as well as organized and completed according to TEA's instruction prior to the submission of the grant application.

In conclusion, the district will provide an on-going commitment to the goals of the grant and funding sources to the program beyond funding. The District's plan for the lending grant aligns with the Wi-Fi needs expressed by district and campus staff to support the learning experience for students in most need. It ensures a buy-in from all staff and a successful grant project. The support of the lending grant will be based on the on-going feedback provided by the various stakeholders. The district will enhance the services provided through the coordination of multiple federal and state programs and local funds. Professional development training obtained through local, state, and federal funds will be a tremendous resource in sustaining strategies learned and implemented during the grant cycle.

After the grant funding terminates, the district will ensure that teacher and student gains are continued through the coordination of acquired resources such as:

- Title I, Part A – Improving Basic Programs
- Title I, Part C – Carl D. Perkins
- Title III, Part A – English Language Acquisition, Language Enhancement, Academic Achievement Act
- Title IV, Part A – Safe and Drug Free Schools and Communities
- Title V, Part B – Rural Education Achievement Program
- Instructional Materials Allotment (IMA)
- State Compensatory Funds

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 031-909			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$48,410	\$0	\$48,410
Schedule #9	Supplies and Materials (6300)	6300	\$1,590	\$0	\$1,590
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$50,000	\$0	\$50,000
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$50,000	\$0	\$50,000
Administrative Cost Calculation					
Enter the total grant amount requested:					\$50,000
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					
This is the maximum amount allowable for administrative costs, including indirect costs:					\$7,500

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 031-909		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Providing Wireless Internet Service for devices for 24 months	\$34,495
2	Providing Wireless Internet Service for School Buses for 24 months	\$13,915
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$48,410
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a and b) Grand total		\$48,410

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 031-909		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$1,590
Grand total:		\$1,590

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 031-909		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 031-909			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 031-909

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	2164	87.5%	
Limited English proficient (LEP)	934	37.8%	
Disciplinary placements	56	2.1%	
Attendance rate	NA	97.2%	
Annual dropout rate (Gr 9-12)	NA	0.2%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
151	187	185	178	203	184	176	174	179	191	196	162	170	137	2473

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 031-909

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the 2016-2017, school year District and campus staff members, parents, and business and community members met to analyze the demographics, student achievement data, Texas Academic Performance Report data, and various other data sources to determine target areas of need for the District. While student enrollment decreased the Economically Disadvantaged numbers increased; as well as identifying a need to close the academic gap between special populations (ELL and Special Education) and all students across the district. The District also identified the need to increase the number of Language Learners who successfully master the attainment of the English language within five years as per TELPAS. The District father determined the need to increase the rigor of instruction to align with the Texas Essential Knowledge and Skills (TEKS) and College Career Readiness Standards (CCRS) as evidenced through retention rates, NWEA-MAP, and STAAR data.

A four-year plan was established to address the needs of the District; it is being implemented to transform the traditional instructional model to a personalized learning model of instruction. This transformation includes five district design pillars grounded in the student learning experience. The station rotation and flipped instructional blended learning models are scaled for grades 1st through 5th. The secondary level has a flex model of instruction using various online platforms scaled for all grades. The District design pillars provide a holistic learning experience, which facilitate the opportunities for student agency, rigor and relevance, collaborative relationships, data driven instruction and personalized pathways; thus addressing the gaps in academic achievement, disciplinary actions, and depth of instruction.

The majority of the targeted students' home Wi-Fi access is provided via cellular phones. This inhibits their accessibility beyond the school hours. Schools are open outside the instructional day; however, many students cannot access the resources available on campuses. Some factors include afterschool jobs to help with family income, helping parents with household duties such as caring for younger siblings while parents work, or extra-curricular activities. With the lending program, students will have the flexibility to work on their courses outside of school. These resources also provide the entire family the opportunity to learn together by viewing the flipped lessons available in English and Spanish. This is valuable as the academic connection between parents and students will grow, as parents become a vital asset in their child's education. While the District has leveraged federal and Raise Your Hand Texas Blended Learning grants and local funds to purchase Chromebooks for the personalized learning, the District continues to explore innovative options to address student needs.

The Technology Lending Grant will allow the District to purchase Hotspots for targeted students. The Hotspots will help students support their learning experiences at home, as well as install Wi-Fi in five school buses to extend learning beyond the campus. The District has 17 school buses; an average of 11 are used for out of town school events per week. The District has prioritized five buses for Wi-Fi connectivity. Students travel an hour to 2 ½ hours to compete for school events. The school district also has four vehicles used to deliver students to and from Texas State Technical College (TSTC) for various fields such as Medical, Auto body, HVAC, and Construction. On a daily morning route, students spend an average of an hour from pickup to arrival at campus. Students will be able to access their personalized instructional platform and work on their coursework while being away from a school building. The Wi-Fi and Hotspots will be filtered prior to purchase and the District will monitor the data accessed online in accordance with the Children's Internet Protection Act (CIPA). The devices will have a data rollover plan and a data auto-restart.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 031-909

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The district identified the home Wi-Fi accessibility gap for targeted student populations (Economically Disadvantaged, Special Education, English Language Learners, and Limited English Proficiency) to access online resources and/or PLP.	The purchase of Hotspots for targeted students will allow parents to check out the devices; thus, providing students Wi-Fi access outside of the school building. This additional Wi-Fi access provides anytime, anywhere opportunities to connect to their personalized learning platform and/or online resources at their own pace; subsequently, extending their learning.
2.	The District identified the need for Wi-Fi access on school buses for extended routes, school events, and extra-curricular activities.	Wi-Fi accessibility on buses will facilitate continued learning during extended morning and afternoon bus routes, school events, and extra-curricular trips. The accessibility will allow students to maximize time on PLPs and/or online resources.
3.	The District identified the need to facilitate online dual enrollment learning opportunities for targeted secondary students.	Hotspots and Wi-Fi accessible buses provides secondary students Wi-Fi access outside of the school building. This additional Wi-Fi access provides anytime, anywhere opportunities to connect to their personalized learning platform and/or online resources at their own pace; subsequently, extending their learning and attainment of dual enrollment credits.
4.	The District identified the need to provide parents of targeted populations Wi-Fi access to monitor and support their children's academic learning.	When parents of targeted students check-out Hotspots for use outside of the school setting, parents will also be afforded the opportunity to monitor students' progress, grades, and attendance and to communicate with teachers and administrators; in essence, becoming partners in the education of their children.
5.	The District identified the need to extend learning opportunities to families of targeted populations.	When parents of targeted students checkout Hotspots for use outside of the school setting, parents will have access to online course content in English and Spanish; thus, extending learning opportunities to an entire family.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 031-909

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Superintendent	The Superintendent, Dr. Lisa Garcia, holds a Doctorate Degree in Education and will obligate the district to the grant activities according to state regulations. She will ensure that previously allocated state/local funds are not diverted from the campuses because of funding.
2.	Special Programs Coordinator	Mrs. Kirstie Ramirez holds a Master's Degree in Educational Leadership and a Bachelor of Arts in Communication. She has administered state & federal grants similar in nature with 8 years of experience. She also has 11 years of experience in education with the skills and competency necessary to ensure the project remains within budget, on schedule, and within scope.
3.	Assistant Superintendent for Curriculum and Instruction	The Assistant Superintendent, Ana Holland, holds a Master's Degree in Administration and Reading and a Bachelor of Arts in Reading. She will support staff with curriculum alignment and grant data analysis.
4.	Technology Administrator	Mrs. Dymphna Canales holds a Master's Degree in Educational Administration and a Bachelor of Computer Science. She will ensure all appropriate online curriculum & programs are accessible on each portable device.
5.	Librarian/Media	Campus Librarian/Media specialist, Cory Flanagan holds a Bachelor's degree and a Master's degree. She has over 13 years of experience in education and will assist in the development and revision of protocols for distributing, collecting, and for inventorying the Hotspots; as well as, supporting campus media specialists.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Provide appropriately configured personal technology devices	1. Purchase Hotspots and Wi-Fi routers to be utilized by students.	05/01/2018	08/31/2018
		2. Installation of Wi-Fi onto school buses.	06/01/2018	08/31/2018
2.	Ensure targeted students have Internet access at home.	1. Identify students who do not have Internet access at home.	05/01/2018	09/30/2018
		2. Inform parents/guardians of the availability of loaned technology.	09/01/2018	09/30/2018
		3. Parents/guardians sign a Technology Lending Agreement.	09/01/2018	08/31/2019
		4. Mandatory meeting about proper care and use of Hotspots.	09/01/2018	09/30/2018
		5. Issue Hotspots.	09/01/2018	05/31/2019
3.	Ensure technology is regularly maintained to guarantee efficiency & use by students.	1. Create a schedule for regular maintenance checks.	05/01/2018	08/31/2019
		2. Document inappropriate use and submit to Program Director.	05/01/2018	08/31/2019
4.	Provide online resources to monitor student progress & increase communication.	1. Quarterly Primary Project Personnel Meetings.	05/01/2018	08/31/2019
		2. Administer Student, Parent, and Teacher Semester Surveys	05/01/2018	08/31/2019
		3. Provide parents login access to communicate w/teachers.	05/01/2018	08/31/2019
		4. Provide parents login access to student progress.	05/01/2018	08/31/2019
		5. Create protocols for tracking student progress.	05/01/2018	08/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 031-909

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District currently has a systemic process for planning and monitoring the attainment of goals and objectives through the development of S.M.A.R.T. goals to measure progress. Needs assessments are conducted annually, by the District and with input from various stakeholders. Based on apparent need goals and objectives are delineated. For example, the District utilizes collaborative documents and worksheets to house tracking reports, meetings and agenda notes, to ensure transparency and collaboration. Additionally, timelines with people responsible for project management are included to ensure accountability with program guidelines. Communication for grants and projects include regularly scheduled face-to-face meetings, emails, Google docs and District social media accounts. Campus and district leaders follow the Data Wise processes for meetings, the analysis of data and discussion of future goals and needs. The Special Programs Coordinator monitors the implementation of grants on an on-going basis to ensure the successful attainment of goals and objectives. Principals meet with teachers regularly to attain feedback to monitor programs. Participating stakeholders review information gathered from each campus and determine whether adjustments to the program plan need to be implemented.

The district ensures that any adjustments made to grants are communicated to the campuses via email and scheduled meetings. Various forms of communication, English and Spanish, are utilized to ensure all stakeholders are aware of the progress of District and campus projects and grants.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district currently has a bring your own device program. The 2014-2016 Technology Lending Program Grant allowed the district to lend devices and Hotspots to the Junior High bilingual and special education students depending on need. The assistant principal surveyed students and had a parent meeting for those who met the criteria. The devices have continued to be loaned/issued out to specialized students district-wide. This option has not been open to "all" students. For example, specialized students (Bilingual, Migrant, and SPED) have the opportunity to check out and take home devices. The district was able to decrease the student-to-technology ratio from 13:1 to 4:1. Students were able to checkout devices for as long as they needed, depending on availability and need of device and Hotspot. Title I Part A, Title IV Part A-SSAEP, Title V-Part B, and Raise Your Hands Texas Blended Learning grant, and local funds has allowed the district to make the PLP a viable asset for students by purchasing a class set of Chromebooks for core subjects and an additional 200 Chromebooks to extend PLP's to 10th grade. In order to extend these learning opportunities outside of the school setting, the Technology Lending Program funds will provide students Wi-Fi accessibility anywhere, anytime including to and from school, school events, extra-curricular activities and daily pickups. The district has taken action to maximize the effectiveness and safety of Internet access anytime, anywhere by researching secured Hotspots and school bus Wi-Fi filtered for the safety of our students. A close relationship has been established between the district, technology vendors, and training institutions to provide quality service to the district, campus teachers, and students. The district and campuses' level of involvement and commitment to personalized learning will contribute to the successful implementation of the program's goals, objectives, and activities.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 031-909

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Survey Analysis	1.	Increased communication between parents and school
		2.	Evidence of family learning opportunities
		3.	Positive perceptions from students and parents aligned with academics
2.	Technology Log	1.	Number of students, by grade level, who checked out a Hotspot.
		2.	Number of students' siblings benefiting from the Hotspot access at home.
		3.	Number of participants attending the meeting on the proper care/use of Hotspot.
3.	Academic Program Analysis	1.	Increased course completion rates and academic growth (STAAR, NWEA-MAP)
		2.	Increased utilization of online resources and PLPs
		3.	Decreased number of attempts for mastery of Content Assessments (secondary)
4.	Bus Wi-Fi Analysis	1.	Increased purposeful academic use of Wi-Fi (over grant period)
		2.	Increased completion of personalized playlist in online resources
5.	Inventory Log	1.	Length of time student stays in possession of the Hotspot.
		2.	Number of Hotspots lost or damaged; number of Wi-Fi routers damaged.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will utilize methods of evaluation, which include objective performance measures, and indicators of accomplishment that relate to the results of the project and produce quantitative and qualitative data. The objective performance measures and indicators of the accomplishment of the grant are clearly related to the intended results of the program. A wide range of evaluation instruments will be used to identify program accomplishments, refinements, or failures. The district will collect data through both quantitative (i.e. signed agreements, surveys, technology and inventory logs, test scores, report cards, classwork, PEIMS reports, NWEA MAP and STAAR data) and qualitative data (i.e. surveys & testimonials) in order to determine if they are on target to meet the identified objectives and milestones of the program. The district's evaluation design will include processes for collecting data, including program-level data and student-level academic data. The district will solicit feedback from teachers, students, and parents/guardians. These individuals will be asked to provide information on the following: impact the technology is having on the participating students' academics; quality of the products that are being offered to the students; issues that are being encountered. The district will review this data along with student achievement results, attendance data, as well as test results, report cards, graded classwork, NWEA-MAP data, and PEIMS reports to determine whether the district has shown positive improvements. Moreover, the district has identified a formative evaluation process for the identification and correction of problems. The district and campus administrators will provide a quarterly progress report to determine the status of the following: degree of planning, implementation, and evaluation of the program; number and percent of students benefitting; level of personalized learning completed; level of personalized learning being utilized; strengths and weaknesses of the program, recommendations for modifying or improving the program as a result of on-going evaluation activities; and the level of compliance. This formative process will provide the opportunity to identify and correct problems as needed throughout the grant cycle. This data will assist in determining performance outcomes. The district will conduct an analysis to analyze the Strengths, Weaknesses, Opportunities, and Threats (SWOT) to the grant. The analysis will utilize the objectives of the program to identify the internal and external factors that are favorable and unfavorable for each objective. Once the analysis is completed, the district will address the areas of weaknesses and threats. The Special Programs Coordinator will meet with the Superintendent, Principals, Librarian/Media Specialists, and Technology Administrator to develop an action plan to strengthen and improve the program.

Schedule #16—Responses to Statutory Requirements**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: 031-909

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District has leveraged federal, state and private grant funds as well as local funds to increase the devices in classrooms across the District. The elementary campuses have at minimum one iPad cart for each grade level at the primary grades and an iPad cart which two teachers share at the intermediate grades, as well as six desktop computers in each classroom. Additionally, each elementary campus has a computer lab. These devices facilitate the implementation of the station rotation and flipped instructional blended learning model. At the junior high, each core teacher has a Chromebook cart with thirty Chromebooks and other teachers have a class set of devices, such as laptops, Surface tablets, and desktops for the implementation of the flex learning model. Additionally, the junior high has two computer labs. At the high school, the ninth grade core teachers have a Chromebook cart with thirty Chromebooks to implement a flex model of instruction. The high school also has five computer labs available for teachers to utilize. Additionally, computer-based Career and Technical Education (CTE) teachers have their own computer lab. By submitting a technology integration plan, nine teachers have also received Chromebook carts with thirty Chromebooks, to implement the personalized learning plan. Additionally, the seniors and selected high school students enrolled in Advanced Placement courses can checkout iPads to take home. Students of specialized populations (Bilingual/ESL, special education, and migrant) are able to checkout devices through a lending process. The district has a bring your own device program available at the campuses. Students are able to bring their own laptop, iPad, Chromebook to school and sign in with their credentials to use the district's wireless Internet. The District has a plan to continue the scaling of devices into classrooms to facilitate the personalized learning models of instruction.

Schedule #17—Responses to TEA Program Requirements

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: 031-909	Amendment # (for amendments only):
TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
If awarded, the district will ensure the grant will successfully address the needs of the targeted population.	
Student Achievement <ul style="list-style-type: none"> • The district's goal is to improve the academic performance of English Language Learners and Special Education students. <ul style="list-style-type: none"> ○ Provide Internet access for the targeted group of students outside of the school, which allows students to have control of time, pace and place of learning; ○ Instructional time can be utilized to provide intervention and/or enrichment; and ○ Increased opportunities for ELLs to develop their academic English language outside of school through accessibility to online resources. • The district's goal is to address the rigor of instruction to align with TEKS & CCRS. <ul style="list-style-type: none"> ○ Allow students to go beyond the basic core content and delve into enrichment activities and lessons available on the PLP; ○ Increase research and use of online resources for projects and product development; and ○ Increase of targeted students enrolling, completing and achieving in college/dual credit coursework due to anytime, anywhere access. 	
School Culture and Climate <ul style="list-style-type: none"> • The district's goal is to support the implementation of personalized learning to aid in the reduction of discipline referrals. <ul style="list-style-type: none"> ○ Allows students to take control of their academics and remain on track with peers; thus decreasing issues which arise due to self-esteem and verbal confrontations; ○ Increase in the development of student agency will aid students' cognitive abilities to take control and increase motivation, which ensures students' ability to act with purpose; and ○ Increase student academic productivity during extended bus routes, which will decrease the number of discipline referrals. 	
Family and Community Involvement <ul style="list-style-type: none"> • The district's goal is to provide another communication tool for parents/guardians. <ul style="list-style-type: none"> ○ Allows parents and guardians access to targeted students' PLP, grades, attendance and online resources; ○ Increases two-way communication between the school and parents, which will enhance the partnership in the education of their children. 	
Technology <ul style="list-style-type: none"> • The district's goal is to provide additional technology equipment to support the expansion of personalized instruction. <ul style="list-style-type: none"> ○ Allow the district to close the homework gap decreasing the digital divide experienced by the targeted student population; and ○ Create opportunities for students to maximize time and increase productivity on school buses while traveling to school, school events, and/or extra-curricular activities by providing Internet access to students outside of the school; thus, increasing students' flexibility and control of their learning. 	

Schedule #17—Responses to TEA Program Requirements (cont.)

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

County-district number or vendor ID: 031-909	Amendment # (for amendments only):
TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>The acquisition of these grant funds will enable students to Internet access anytime, anywhere. The district will provide Internet access outside of the school setting to targeted students, whose parents/guardians have signed a Web Access Agreement.</p> <p>The district will provide Internet access to students with Hotspots and Wi-Fi on five school buses. Hotspots offer students a convenient compact device. Hotspots placed near a technology device allows access to the Internet. The Wi-Fi on the five school buses will be accessible through the students login credentials as if the student was on campus. Students will be able to access their PLP and online resources while they travel on extended daily bus routes, school events and extra-curricular events.</p> <p>In order to facilitate the grant, each participating campus will send a notice to each of the selected targeted student's parents/guardians notifying them of the availability of portable Internet services for their child to use outside of the school setting. Parents/guardians interested in participating in this program on behalf of their child will be required to sign a Web Access Agreement. This agreement will state that the parents/guardians will agree to monitor the student's use and ensure that the student uses the Hotspot solely for educational purposes. The students will be taught to practice safe, responsible, legal, and ethical behavior while using digital tools and resources. Furthermore, parents/guardians will be required to attend a meeting with their child to review the guidelines and expectations regarding the use of the Hotspot.</p> <p>The Hotspots and Wi-Fi on school buses will have a rollover data plan, which will allow any unused data to roll over to the next month. The data is pooled "in a bucket" and is drawn as needed. The district will have the capability to designate the amount of data a Hotspot can use. When the data has reached its limit for the day the Hotspot will automatically shut down and automatically reset the next day. Students and parents/guardians will be informed of this feature. Students and parents/guardians will be taught, at the mandatory meeting, how to monitor the data used each day. Students and parents/guardians will be reminded, at this meeting, how important it is to save all work throughout their use of the Hotspot.</p> <p>Students who check out a Hotspot will also be informed of the number of devices the Hotspots can service. In addition, the district will cross-reference student files to determine the number of students that have a sibling enrolled in the district. This data will be used to create a final profile of how many students will actually benefit from the use of shared technology access at home.</p> <p>The Hotspots will be turned in at the end of the school year. The same checkout procedures will follow for the next school year. During the summer the project director, principals, superintendent, and technology administrator will meet to discuss strengths and weaknesses of the plan.</p>	
Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 031-909	Amendment # (for amendments only):

For TEA Use Only	
Changes on this page have been confirmed with: _____ Via telephone/fax/email (circle as appropriate)	On this date: _____ By TEA staff person: _____

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The lending program supports the District initiative to personalize the student learning experience by teaching to the depth of the TEKS, while providing students' control of times, and place, path and pace of instruction. Additionally, progress-monitoring tools utilized by students provide support with developing student agency and academic discipline, as well as prompting students to become aware of what they are learning. Online resources, small group instruction and peer-to-peer tutoring allow students to receive the targeted instruction that they need, whether it is through intervention or enrichment with learning standards. Five District Design Pillars guide the personalized learning implementation. They are Student Agency, Collaborative Relationships (peer to peer and peer to teacher), Personalized Pathways, Data Driven Instruction, and Rigor and Relevance. Students learn to work in teams and apply what they have learned to projects that mimic and solve real-world problems, as well as to collaborate with their peers, develop strong communication and critical thinking skills. The lending grant will enhance these learning opportunities and the development of the five district pillars by allowing students to access their PLPs and online resources away from campus. By installing Wi-Fi on five school buses, students will be able to work on their coursework to and from school events/extra-curricular activities. Additionally, the lending grant will increase communication between the school and parents by providing another means by which to view student grades, PLP progress, test scores, and attendance. The lending program adheres to existing classroom management policies. The availability of Wi-Fi home access and Wi-Fi buses access will support the targeted students with staying on-track with their peers, which is likely to increase student engagement in the classroom and decrease classroom management issues.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district is using digital instructional materials in core classes district-wide. Online programs used to extract and/or utilize digital instructional materials include Edgenuity, Imagine Learning, iStation, Lexia Learning.com, Reading Smart, Rosetta Stone, Kahn Academy, Study Island, Reflex Math, Spelling C and teacher-created customized content. Digital instructional materials are housed within the personalized learning platforms (PLP). Elementary students use itsLearning and Google Classroom and secondary students use Summit Learning Platform, Google Classroom, UT OnRamps, and/or TX Virtual School Network.

The majority of elementary teachers implement a station rotation model for math and ELAR. Students are exposed to content through multiple learning modalities and pathways. For example, the students may rotate amongst five stations for 20 minutes each: collaborative station, teacher station, independent station, iPad station (utilizing digital materials such as a video or creativity app) and the desktop station (utilizing digital materials such as the Imagine Math or iStation). The content at each station is typically aligned with the TEKS and is differentiated to support the learners.

At the secondary level teachers in grades 6-8 (ELAR, Math, Science and History) and grade 9 (English I, Environmental Science, Biology, Algebra and World Geography) implement a flex blended learning instructional model. The backbone of the content is delivered online and is coupled with a teacher of record to provide targeted instruction based on students' individual needs. Teachers and university professionals developed the digital content within the platform. Students utilize the PLP to access the core content for all of their courses and are able to move through the courses at their own pace, while the teacher facilitates projects allowing students to understand content more deeply. In addition, the teachers provide weekly mentoring sessions to help students develop the academic discipline and habits of success necessary when working with online courses and digital content.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-909

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each campus has dedicated on-site personnel, media specialist, to support students with Level 1 technical issues. If the media specialist is unable to support the students, an online work order system is in place in which three full time computer technicians are available district-wide to address technical issues. The goal is to minimize the amount of time that students are without a Hotspot. Technical support time will vary on a case-by-case basis; the district will establish a relationship with the vendor of the Hotspots to facilitate quick turnaround times. The infrastructure is in place at Point Isabel ISD to support all of the District devices and future purchases, therefore the lending grant does not include the purchase of devices.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-909

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

It will be the Special Programs Coordinator's responsibility to **administer** the Technology Lending Program Grant. She will ensure the district adheres to the requirements of the grant and remains in compliance with the Texas Education Agency.

The campus administrator will survey ELL, special education and/or economically disadvantaged students about their access to Wi-Fi outside of school and will utilize this data for student selection to receive a Hotspot. Prioritization will be as follows: 1) Limited English Proficiency, 2) Special Education, 3) Economically Disadvantaged and 4) Academics. A notice will be sent to each of the selected students' parents/guardians notifying them of their student's selection for a Hotspot and the checkout and check-in process. Parents/guardians interested in checking out a Hotspot for their child will be required to complete a Web Access Agreement delineating the parents/guardians' responsibilities in monitoring the student's use of the Hotspot, as well as ensuring that it is utilized primarily for educational purposes by the student. A system is in place to instruct the students about best practices to ensure safe, responsible, legal, and ethical behavior while using digital tools and resources. The meeting agenda and materials for parents/guardians and students are developed and include guidelines and expectations regarding the use of technology, such as: the proper care of the device, allowable use of the device, steps for reporting issues with the device, availability of Internet access at home, internet safety and returning the device to the district. It will be the responsibility of each campus Librarian/Media Specialist to attain copies of the signed agreement by the student and parent/guardian prior to checking out Hotspots. At the end of the school year, each student who checked-out a Hotspot will be required to turn it in. The Librarian/Media Specialist will also have to report the condition of the device when it is returned to the technology department. All inventory will be turned in to the Librarian/Media Specialist at corresponding campuses. The Librarian/Media Specialist will be in charge of inventorying Hotspots and submitting the Hotspot to the technology department for repair or replacement. Quarterly and random maintenance checks will also be conducted. If an issue arises, the student will notify the Librarian/Media Specialist and submit the Hotspot for maintenance to the technology department.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to account for all technology lending equipment based on local policy, the district shall conduct an annual physical inventory of all Hotspots and WIFI devices. The results of the inventory shall be recorded in the district's files. Reimbursement and/or replacement shall be made for all instructional materials determined to be lost. *Texas Administrative Code: 19 TAC 66.107(a)*

Students assigned a lending device must return the device to the Librarian/Media Specialist at the designated time or when the student withdraws from school. Each student and his/her parent/guardian is responsible for any device not returned in an acceptable condition to the campus. A student who fails to return, in an acceptable condition, any device, shall forfeit the right to free instructional materials and technological equipment until the device previously issued, but not returned in an acceptable condition, is paid for by the student, parent, or guardian.

If the device is not returned in an acceptable condition and payment is not made, the district may withhold the student's records, but shall not prevent the student from graduating, participating in a graduation ceremony, or receiving a diploma. However, in accordance with Student Records (Policy FL) and Public Information Program Access to Public Information (Policy GBA), students have a right to copies of all district records that pertain to them.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: